

University of Louisville
Department of Teaching and Learning

HANDBOOK

for

New Faculty

Fall, 2004

This is our first edition, please let Gina know of other topics or information you feel should be included.

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Instructor Responsibilities

Printing and checking class rosters

You may access and print your rosters online from www.Ulink.louisville.edu (click on Class Management) or www.louisville.edu (click on Faculty/Staff). You will need to know your UofL userid and password to access these. Only students whose names appear on your class list or who have verification of enrollment should be permitted to attend class. Students who are coming to class and whose names do not appear on the roster should be told that they will need to present documentation of enrollment by the next class. They can stay for the first class, but need to understand that they will not be allowed to attend further classes without documentation. Names are automatically added to class rosters as students register, so you may need to check online periodically to see if student names have been added or removed.

Qualified Enrollment in your Class: Certain classes require that the student be admitted to a particular program, have certain pre-requisite courses, or be concurrently enrolled in certain classes. Please check with your program coordinator to see if this is true for your course. If so, please determine at the first class meeting that all students present are registered and that all meet the requirements for being in the course. Currently the registration system can't check pre-requisites, co-requisites, or admission to particular programs, so students may be registered who do not belong in that class. This is particularly important if the class is closed, as there may be students unable to register who really do need the course. If you have students who don't seem to belong, explain why and ask them to drop the course. If they feel they do belong, have them check with Susan Simpson or Gina Schack before the next class meeting. We'll let you know if they belong in the class; otherwise please do not allow them to stay for class the second time.

Audits: Students auditing a class attend and pay the required fees without earning credit. They may or may not complete course assignments. Students may audit courses only with the permission of the instructor. Please do not allow students to audit if the class is full. Others who need the course for their program may be waiting to register. Feel free to consult with your program coordinator, Gina, or Karen if you want to discuss the appropriateness of a student auditing your class.

Registration/Drop/Add: Before the first day of class, students should register for open classes on the web or by telephone. Tuesday through Friday of the first week of classes, students will need a drop/add form to do either of those things. (Note: The university often extends regular registration through Friday of the first week. If this happens, students would continue to register on the web or by phone that first week. After regular registration ends, students will need drop/add forms to make changes.) If students present an "add" form to you for signature and if there is still room in the class (i.e., it is not at or over the maximum number listed in the schedule for that class), you may sign the form. The student's name should show up on your class roster within a few days of him/her turning in the form. Similarly, please sign a drop form during the first week. Late (after the first week of classes) withdraw requests from classes need to be decided on a case-by-case basis. Students should have good reasons for dropping a course later in the semester. Students must process drop/add forms at the Registrar's Office. Instructors cannot process this form for the student.

Over-enrollment: Students may contact you directly asking that you let them register even though the class is closed. Please first refer them to Susan Simpson, who will check to see whether they *qualify* for the course, *need* the course, if it is needed *that semester* or could be taken another semester, and if there is *another section* that is still open. If the student's need seems legitimate, Susan will contact you

and ask if you are willing to have the additional student(s) in your class. You are under no obligation to accept him/her. If you do agree, Susan will process the permissions necessary for the student to register. If students come to the class without being on the roster and ask that you sign an "Add" form, you have two options. If you are willing to have additional student(s), allow them to stay for the first class, but refer them to Susan so she can check the items listed above. Do not allow them to attend a second class without being officially registered. If you do not want to over-enroll students in your class, please tell them so when they ask, and do not allow them to stay for the class.

First Day Suggestions:

1. Please arrive at least ten minutes before the scheduled start of class and remain in the area for the entire scheduled time. It takes some students time to park and/or find the buildings/classrooms at the beginning of the new semester.
2. Tell students how you can be contacted: by email, phone, office hours, notes in your mailbox in room 268 when the office is open (8:00 a.m. - 4:30 p.m.).
3. Take roll. Tell students who are not on the class roster to check their registration status before the next class meeting. It is the responsibility of all instructors to make sure students who are in the class are on the roster. (Sometimes students are not on rosters due to Financial Aid delays and other extenuating circumstances. Those students need to provide some form of documentation stating where they are in the process of enrolling to allow them to continue to come to class. There should not be cases where final grade sheets are given out at the end of the semester and students are not on the final roster, yet they came to class all semester.)
4. Make sure that all students are qualified to be in that course. (see above) Tell your students the course number and the section number.
5. Distribute course syllabi. Instructors should spend time thoroughly explaining all information, or explain assignments and due dates, and ask students to read the remainder of the syllabus carefully and note questions before the next class meeting, where you will address questions.

Office Hours: Faculty need to schedule and be present for a minimum of six hours per week in the CEHD for office hours. If you teach off-campus (schools, Shelby campus), you can schedule office hours before and after your class, but still should post six hours in the CEHD. You should post these on the "cork"board outside your office door and include the information on all course syllabi. Instructors should make every attempt to be accessible to the student during the first and last week of classes and at the midterm. Many students have questions about registration, drop/add, grades, and course content during this time period.

Prolonged Student Absences: Instructors are not required or expected to investigate prolonged absences, though you may certainly attempt to contact the student if you wish. You can check your class roster through ULink to see if the student has dropped the class. Students who stop attending class without processing a Drop/Add Form before the published drop date will remain on the class roster. Instructors should assign these students the grade "F".

Audio-Visual Equipment and Use of Computer Labs in the College of Education and Human Development: The Education Resource Technology Center (ERTC, Rm. 201) has technology and audio-visual equipment available for use by course instructors. You may request the use of: overhead projectors, slide projectors, VCR monitors and players, laptop projection carts (laptop and projection unit on a cart), camcorders, and digital cameras. (Please check your assigned classroom before requesting A-V equipment, as many rooms do have overhead projectors, screens, and VCR monitors already in place.) You may also request the use of a computer lab. Room 201C has 20 computers, 201

D has 21, and 201E has 18. All are PCs (no Macs); all have many programs installed, internet connections, and a projection device for the instructor's computer.

The ERTC is using on-line request forms to reserve equipment and/or a computer lab in advance. These forms have the appropriate information needed to complete your reservation. This process does not guarantee availability. Your request will be reviewed and an email will be sent back as confirmation, or you will be notified that the equipment and/or computer lab is unavailable. You may want to add this link to your "Favorites." If you have questions, please contact Linda Mulligan.

This is the site for reserving rooms (computer labs):

<http://www.louisville.edu/educ/ertc/rooms.html>

This is the site for reserving equipment:

<http://www.louisville.edu/educ/ertc/equipresform.html>

A-V Equipment Outside of the CEHD:

To reserve audio-visual equipment for classrooms on campus but outside of the College of Education and Human Development building, call Audiovisual Equipment/Services (Belknap Campus: 852-7476; Shelby Campus: 852-7916) or reserve media equipment with the on-line request form found at:

<http://www.louisville.edu/it/itis/media/belknap-media.html>

Instructor Absence: If you are not able to meet the class yourself, the best option is to arrange for someone else who can competently address the course objectives to meet the class. If that is not possible and you have no option other than canceling the class, you need to:

1. Notify Susan Simpson and/or Paula Gordon that you are canceling the class;
2. Have a note posted on the door of the classroom (Susan or Paula can do that if the room is in the CEHD building);
3. If at all possible, email or call all students to let them know of the cancellation. Some of our students drive several hours to attend class, make child-care arrangements, etc., and we want to minimize inconvenience to them as much as possible.

University Class Cancellation: On the rare occasions when the University cancels classes due to bad weather or other safety issues, official announcements will be released on WUOL-FM 90.5 FM and through the UofL telephone operators, 852-5555. When this happens, you do not need to notify students. You can arrange a make-up meeting, if needed, at the next class session. Unless stated otherwise in the official announcement, all UofL offices will open at their normal time.

Changing the Location of Your Class Meeting: Due to university "Classroom Utilization" policies, all classes must meet in the classroom assigned (in the printed schedule/UofL web page) for the entire first two weeks of class. During the remainder of the semester, when meeting a class at a location other than the designated location listed:

1. Make sure you first talk with Susan Simpson to see if the room you want (anywhere on Belknap or Shelby campus) is available. A permanent move must be noted in the University room assignment schedule. If moving to an off-campus location, be sure all students can get there (not all students have cars) and that there is adequate parking available.
2. Post a sign on the door for students noting the class title, course number, date, and alternative location. (This is necessary because often old signs are not removed and it is confusing for students.)

3. Notify Susan Simpson and Paula Gordon in the T&L Department of the alternative location in the event student(s) call asking where instructors are when they go the specified location and they cannot find the instructor or the class.
4. Prior planning is essential! If instructor knows ahead of time that an alternative place is needed to conduct class, this should be reflected in the syllabus. If prior planning is not used, group e-mail should be sent out and a reminder the day before the class meets at an alternative place if at all possible.

Emergency Procedures: The following procedures should be followed in the event of an accident.

1. Send two responsible individuals to notify the **Department of Public Safety and Campus Security (852-6111)** of the accident. Campus security will then call EMS, if necessary.
2. Instructors should administer first-aid and CPR only to the limits of their training.
3. For cases which do not require emergency services, the instructor should see that the Department of Public Safety escorts the injured person to the Student Health Center or the doctor/hospital of his/her choice. Continued monitoring (e.g., a phone call that evening) and concern for the student is desirable.

Course Syllabus

Syllabus Content and Format: We may be able to provide a copy of a previous syllabus for the course you are teaching. If you are interested, contact Paula Gordon. Certain parts of it cannot be changed because of university requirements, because other courses in the degree program depend on your course to address particular content, or because textbooks have already been ordered. Areas where you may propose changes are indicated in italics below. We encourage you to discuss these changes with faculty who have taught the course before, Gina, Karen, or the coordinator for the program(s) the course serves. They can point out potential consequences of your proposed changes for other courses or program requirements, congruence with general expectations of T&L courses, and circumstances of students taking the course.

Syllabi must contain the following:

1. *Instructor's name*
2. Course prefix/number, course title, credit hours, semester, and year
3. *Location of office and office hours (or how students can meet with you)*
4. *Email address and phone number(s) where you can be reached*
5. Course description and prerequisites
6. Purpose of the course
7. Course objectives (preferably in behavioral terms)
8. Course content
9. *Required texts and readings (check to see if textbooks have already been ordered)*
10. *Grading procedures (assignment description and percent of grade; requirements for an A, B, etc.)*
11. *Related expectations (e.g., policies regarding late papers, make-up classes, cell phones, etc.)*
12. Plagiarism statement or web link to it
13. Disabilities Resource Center clause
14. Technology Use clause
15. *Bibliography (you may add relevant books, articles, journals, web sites, etc.)*

Textbooks: Unless there are extenuating circumstances, you should require one or more textbooks for your course. If you have been hired in time to order the text (March for fall; October for spring) you may order different text(s) than those in the syllabus. (If you teach one section of a multi-section course, please talk with faculty teaching other sections of the course. It's best if the reading requirements across sections don't vary much.) If the text has already been ordered, it may be possible to change the order, depending on how close to the start of classes it is. Check with the on-campus bookstore or with Susan Simpson to see if texts have been ordered for a particular course. If none has been ordered, go online to <http://www.louisville.edu/admin/contmgmt/bookordr.html> to submit your order. Instructors can receive a complementary desk copy of the adopted text by writing (possibly also calling or emailing) the publisher on University letterhead stationery and requesting one, indicating the course name and number, semester, year. Please ask students to purchase books at the beginning of the semester. The book stores will return unsold books to the publisher for a refund later in the semester and they may not be available for late purchase.

Required readings: Information you wish to assign in addition to the textbook can be accessed by students in several ways.

1. In the syllabus, instructors can list items on websites they want students to visit, read, and/or download (please be sure these do not require membership or additional cost to access);
2. Instructors can post non-copyrighted materials and/or links as Course Documents on their Black Board class site and have students read and/or print those;
3. Use the Ekstrom Library's E-Reserves system. Ekstrom will scan in your materials and place them on reserve electronically so that students can view the materials and print them out from any on-line computer, including a computer in their own home or dorm room. Fill out Ekstrom's E-Reserves form (there are copies in the ERTC, room 201), and they will take your materials over to the library to be scanned.
4. You can put your materials on reserve in the ERTC but that requires students to read them there or spend ten cents per page to copy them on a copy machine that is not always available. If you want to do that, you'll need to fill out their reserve form. A short version of the ERTC and Ekstrom copyright/course reserves policy is at: <http://www.louisville.edu/edu/copyright/short.html> The full course reserves guidelines, an on-line course reserves form and an explanation of the Fair Use doctrine can be found at: <http://www.louisville.edu/edu/copyright/>
5. Instructors may also choose to compile a "course packet," made up of articles, book chapters, and other materials chosen by the instructor. This requires prior preparation and a certain amount of lead-time. Course packets may not be duplicated on the departmental copying machines. University Copy It centers print and bind course packets. Students acquire these packets for a fee determined by the Copy It center based on size and the number of copies. In order to do so, the information must not be copyrighted. If any of the materials needed are copyrighted, all permissions from copyright owners must be received before materials are copied. That can take several weeks and will result in additional costs for royalties.
6. Instructors may, **at their own expense**, run off copies to hand out in class. Under no circumstances can the department copy these, nor can you charge students for them in class.

Distribution: Syllabi must be distributed and explained to students during the first week of class. The department will make copies of your course syllabus. Give (mail, drop off, or email as an attachment) your syllabus to Paula Gordon, and indicate the course name and number, your name, number of

copies needed, and date/time you need them. Be sure to give at least 48 hours notice, more if possible, as the start of the semester is a very busy time for all.

File Copy: Each semester, you need to email from your Groupwise (Louisville email) account as an attachment a copy of your syllabus to Paula Gordon at phgord01@gwise.louisville.edu. Please be sure to do this by the end of the first week of class (Friday). We are required to keep copies of all syllabi for our accreditation process, as well as having access to them if students have questions.

Grading Policies

Basis for Grading: Grades must reflect the stated class objectives and grading procedures as identified on the class syllabus. Grading procedures must reflect the degree of acquired skill and/or knowledge.

Department Grading Standards: These statements describe the consensus of the department regarding the qualities associated with letter grades. Quantification regarding grades is not considered here, only subjective appraisals of work in undergraduate and graduate program in our department. The grade statements provide a basis for evaluating the quality of individual assignments and of overall class work which would constitute the final grade in the course. The concept of “average” has been strictly avoided so that the same criteria can be used for undergraduate and graduate work.

For each grade described, the first (letter) statement refers to evaluating individual assignments; the second (bullet) statement refers to course grades.

- A. This grade indicates performance or production well beyond basic requirements as demonstrated through creativity, depth, and refinement in the assignment.
 - This student’s work is characterized by excellence in style and communication. She/he provides evidence of superior achievement through creativity and a novel synthesis of ideas. In coursework, this student is a reflective thinker, poses key questions about issues, and relates currently learned concepts to prior knowledge. She/he also gives evidence of professional development.
- B. This grade indicates solid work appropriate to course guidelines. The production or performance is of good quality, but lacks the depth, creativity, or originality of “A” work.
 - This student usually demonstrates initiative and inquiry. She/he synthesizes key ideas and demonstrates consideration of new ideas. She/he consistently completes coursework in a comprehensive manner.
- C. This grade indicates minimally acceptable mastery of content. Some minor weakness and deficiencies may be apparent, but overall the work is acceptable.
 - This student has in general satisfactorily completed course requirements according to established guidelines. This student communicates effectively, participates regularly, and provides some evidence of professional attitude, commitment, and motivation.
- D. This grade indicated work which is below accepted minimum levels on an assignment. Such work would lack logic, fail to clearly address the assignment, include non-standard or faulty syntax, and non-typographical spelling errors.
 - In coursework, this would indicate documented achievement so low that some form of remediation would be necessary before higher level work in the same area could be attempted again.
- E. This grade indicated that none of the essential demands of an assignment was met. The student functioned at such a low level, that only a fresh start in a course would make sense for the student who truly wishes to continue in education.

While we do not encourage it, you may assign a grade of Incomplete (I) under certain very particular circumstances. If you give an Incomplete, you are responsible for grading the student's missing work and submitting the change-of-grade form the following semester. Students must know how to contact you to clear up I grades, and you must respond in a timely manner when they do.

Incompletes: A grade of Incomplete (I) can be given to a student who is unable to complete course work because of extenuating circumstances beyond his/her control **but** they must be in good standing before or as the circumstances start. An Incomplete must be removed by the end of the following semester or it will automatically change to an F (unless an extension has been granted). We have included in Appendix B a written agreement that can be filled out and signed by both instructor and student upon assigning an Incomplete grade. You may use it or not. Adjunct faculty will use it, so we know what arrangements have been made if students ask, and we included it FYI. Teaching and Learning does not support incompletes unless the student, from the start, has been conscientious and the reason is worthwhile and unavoidable, e.g., illness, family emergency, disaster.

Deferred Grade: A deferred grade (X) can only be given to graduate or professional students and should only be used when a course extends beyond one semester (e.g., a year-long course for which students register in the fall). If you're not sure if your course warrants an X, please ask Karen or Gina.

Note: Students must attain a grade of at least "C" in courses required for teacher certification. Some programs require that minimum grades be earned in particular courses in order to continue in the program. Graduate students must maintain a 3.0 average, with no more than two C's, in order to remain in good standing and to graduate. This is shared not to dissuade you from giving low grades when they have been earned, but to let you know the program's requirements. If you see that a student is not doing well, please confer with him/her as soon as possible.

Attendance/Participation: Instructors are not permitted to grade exclusively on attendance but a percentage of the grade can be based on student participation. Examples include contribution to class activities and discussions, submission of written work that is based on class activities, etc. We recommend that not more than 10% of the total grade be based on participation alone. It is the student's responsibility to find out what material was presented in class and to make it up if the absence was excused.

Pass-Fail: Students have the option of taking a limited number of classes on a pass/fail basis if the class is not required for certification. (Most of your students will not fall in this category. If someone asks and you're not sure if yours is a certification course, please ask the program coordinator or Gina before signing.) The student desiring this will bring you a drop/add form, dropping the class on a graded basis and adding it on a Pass-Fail basis. Students can do this well into the semester. You can agree to do this or not. If you agree and the student successfully files the form, the P/F grading option will appear on your final grade roster. A passing grade is a "D" or better. Instructors cannot establish different standards for pass/fail students.

Other Grading Policies:

1. All grading policies and course expectations must be explained to students orally and in writing during the first week of class. They must also be located within the syllabus, which must be distributed the first week of class.
2. All written work should be graded and returned to the student within one week, if possible. The department has a mandatory policy that assignments be word-processed, for easy readability. The **only** handwritten work that should be accepted is in-class work or graphic or artistic products.

3. Students should be kept abreast of their progress and current grade. Instructors should be able to provide this information upon request, and should notify students who are doing poorly, even if they don't ask.
4. Plagiarism: If you have concerns about the authenticity of any student's work, you are welcome to consult with Karen or Gina about how to proceed. If you decide to charge the student with plagiarism, please keep the work in question and send Karen a copy of it and a description of your reasons for the charge.

Privacy of Grades:

1. In agreement with the University of Louisville Student Records Policy, which provides for student privacy, grades may not be posted by name, social security number, or any other personal identifier. If instructors wish to give out grades before a student checks them on the web, they have the following options: e-mail, SASE, or a personal appointment to discuss grade in person. Grades are accessible to students on the web shortly after you have posted them. Please refer students there rather than answering phone or email requests to know their grade.
2. It is preferred that you return graded materials directly to the individual students. When that is not possible, you can:
 - Leave graded work for students in room 239, in a crate with your name on it on the shelves opposite the door. If this is done, you must put it in a sealed envelope with the student's name on the outside. (Have students bring in 10"x12" manila envelopes for this purpose, as the department cannot provide them.)
 - Have students bring stamped, self-addressed envelopes in which you can mail their work.
 - If you choose, students can submit work through LiveText or BlackBoard, where you can access and evaluate them electronically. With LiveText, students see the returned work on their Desk. In BlackBoard, you email the work to students when you finish assessing it. In the past, some instructors have had students email assignments as attachments. Please see the Computer-related Information section of this handbook for further information about each of these options.

Posting Grades at the End of the Semester: All grades must be reported online over the Web through ULink at <http://ulink.louisville.edu> . Since the grade rosters are specifically linked to the instructor's userid, and since the computer usage agreement and security policies of the university prohibit sharing passwords, faculty must individually submit grades. Here's how:

Login ID and Password: Your account and password are your UofL userid, the same one you use to access your Groupwise email. If you are unsure about your UofL account or password, please read the information provided under the "For first-time users" link on the ULink home page. If you don't know your UofL userid, go to <https://hal.louisville.edu/primaryUserID/setupObtainPrimaryUserID.cfm> If you have forgotten your password, call the IT Help Desk, 7997.

Once You Log On: Click on Faculty/Staff Services tab (across the top), go to the menu item "Academics," then click on "Record Grades." Read the instructions, and then select the term by clicking on FALL 2004. You will then see a list of your classes for that term. Click on the class roster you wish to grade.

Important Instructions

1. If a student is attending your class and is not on the roster, advise the student to contact his/her Dean's Office for late registration. When this procedure is complete, the Registrar's Office will

send you a "Grade Authorization Form" requesting the student's grade. You will complete this form and deliver it to the Registrar's Office.

2. Do not leave blanks. Any student on the grade roster is officially registered. Do not leave any grades blank for any student. A person not in attendance should be graded an "F;" Incomplete and Deferred grades are not appropriate in this circumstance.
3. Audit and Pass/Fail Grades (Student Option). If the grade type is Audit, "AU" will appear in the column marked for grades. If the grade type is Pass/Fail, you must write "P" if the student passed the course or "F" if the student failed the course. In order for "AU" or "P/F" grades to be accepted, Audit or Pass/Fail must be designated as the grade type.
4. Incomplete and Deferred Grades. If you must assign an Incomplete (I) or Deferred grade (X), the situation must meet the criteria set by the instructional unit. (See previous handbook section about assigning these grades.)
5. Valid Grades - Valid grades are determined by the student's grading basis. Graduate students may be assigned + and – grades.
6. Grade availability. Grades are available to students by touch-tone or over the web as soon as they are posted.

DEADLINE - All grades are due 48 hours after the scheduled final exam.

For further assistance, contact Susan Simpson or Paula Gordon.

Computer-related Information

Computers Available for Students on Campus: There are several locations on campus where students can use computers. The ERTC has an open area (first come, first served) with 16 computers. The North Computing Center in the School of Business (one block west of the College of Education and Human Development) and the Ekstrom Library also have open computers. Students should check dates/times on the University web site or with each facility directly.

Student Accounts: All students are given accounts on the university's Netware system, which is comparable to your university account on GroupWise. Students may not be aware of their university account, and most students have other active accounts through yahoo, aol, bellsouth, and other providers. Please encourage students to use their Netware UofL account for all university business. They will need that userid and password to access BlackBoard, and will need that userid to create and access their LiveText account (though they can connect from non-UofL accounts). It will also make the process of sending attachments within the UofL system (to your GroupWise account) much easier. If students think they are unlikely to check their UofL account regularly, they can have their email forwarded from that account to the one they check more regularly so they are assured of receiving UofL mail in on a timely basis.

Sending and Receiving Email Attachments: The university recently put in place a more stringent security system for email originating outside of the UofL system. Messages with attachments having certain suffixes (for example, .exe) will be blocked unless the attachment has been sent as a compressed file. Neither senders nor recipients will be notified; it just won't get to where it was sent. This will present a real problem for students sending assignments as attachments to your UofL account, as you won't get them and the student won't know it wasn't received. There are several solutions to this problem:

1. BEST SOLUTION: Have students send attachments from their UofL Netware account to your UofL GroupWise account.
2. If students send attachments from a non-UofL account, they need to compress (ZIP) them first, and you will need to extract the files when you get them. Instructions follow.

3. Have students send attachments from their non-UofL account to your non-UofL account. This policy only affects email; it will not affect student work sent to LiveText or BlackBoard.

Compressed (zipped) Folders overview

Folders that are compressed using the Compressed (zipped) Folders feature use less drive space and can be transferred to other computers more quickly. You can work with a compressed folder and the files or programs it contains just as you would an uncompressed folder.

Once you have created a compressed folder (identified by the zipper on the folder icon), you can compress files, programs, or other folders by [dragging](#) them to it. You can open files directly from compressed folders, or you can [extract](#) files before opening them.

You can run some programs directly from zipped compressed folders, without decompressing them. However, to run programs that are dependent on other files, you must first extract them.

Compressed folders can be moved to any drive or folder on your computer. You can also share zipped compressed folders with other users, even if they use a different file compression program.

You can protect zipped compressed folders with a password. This protects your data if you save it in a shared network folder, attach it to an e-mail message, or move it between work and home on floppy disks.

Note

- Installing a different compression program to Windows will remove Compressed (zipped) Folders from the right-click menu choices and replace it with the new compression program's icon.

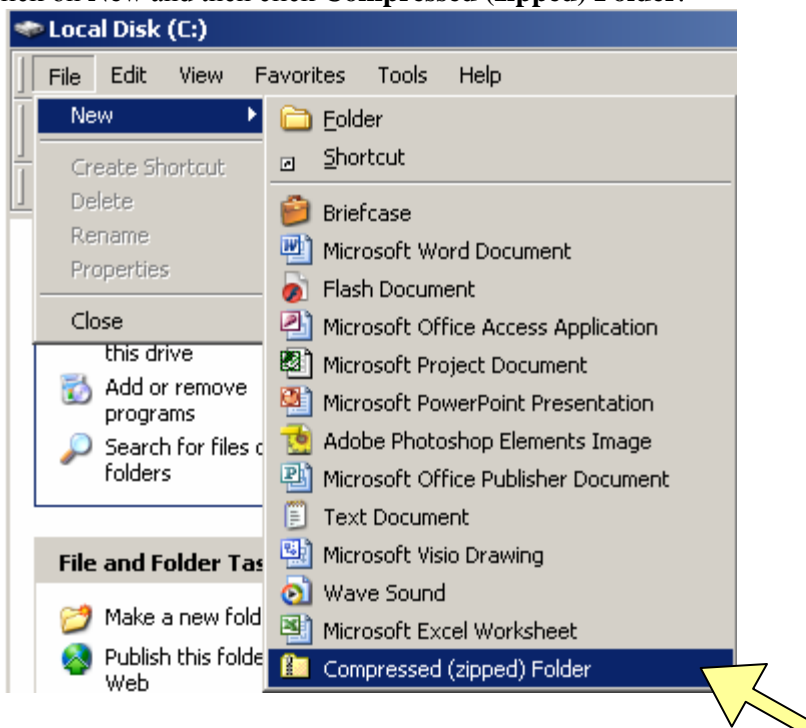
To create a zipped compressed folder

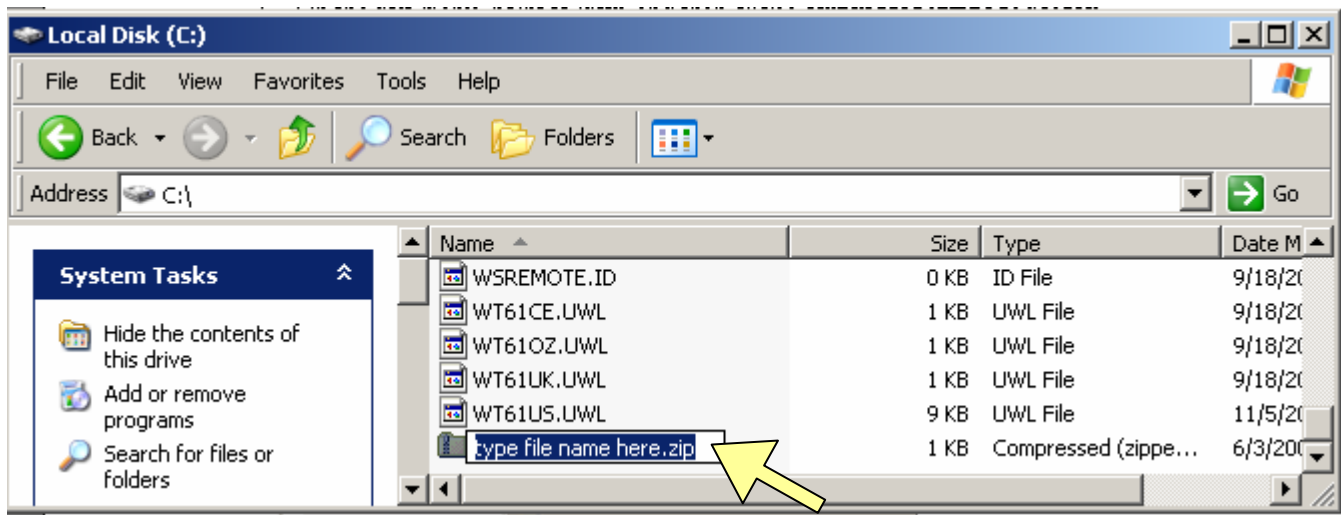
1. Open [My Computer](#).
2. Double-click a [drive](#) or [folder](#).
3. On the **File** menu, point to **New**, and then click **Compressed (zipped) Folder**.

OR

Right click on desktop.

Click on **New** and then click **Compressed (zipped) Folder**.





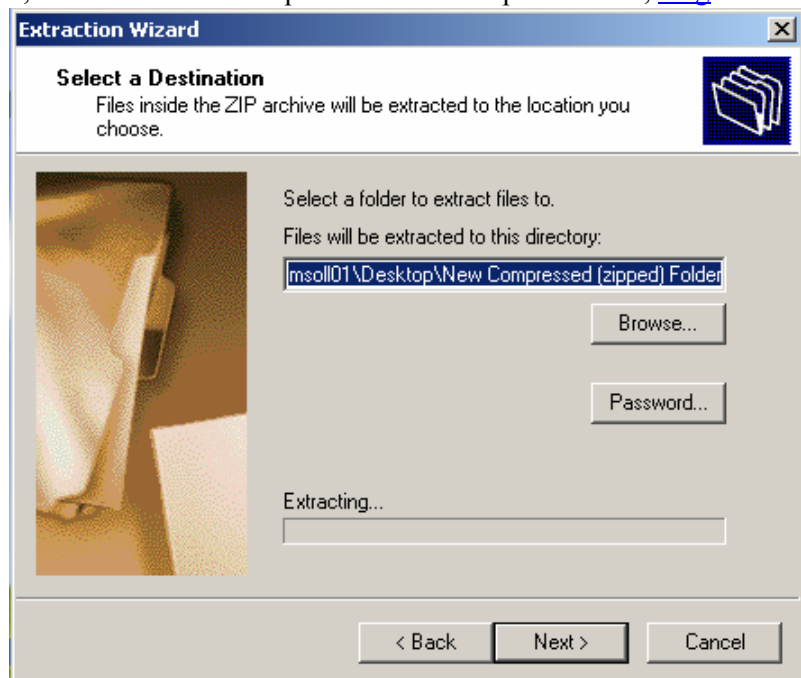
4. Type a name for the new folder, and then press **ENTER**. (leave the .zip file extension ex name your file my file.zip)

To add files to a zipped compressed folder

1. Open [My Computer](#), and then locate the compressed folder.
2. [Drag](#) files to the compressed folder to compress them.

To extract files from a zipped compressed folder

1. Open [My Computer](#), and then locate the compressed folder.
2. Do one of the following:
 - o To [extract](#) a single file or folder, double-click the compressed folder to open it. Then, [drag](#) the file or folder from the compressed folder to a new location.
 - o To extract all files or folders, right-click the compressed folder, and then click **Extract All**. In the Compressed (zipped) Folders Extraction Wizard, specify where you want to store the extracted files.



LiveText: LiveText is a web-based system that supports student creation of electronic portfolios and coursework (through templates, rubrics, access to standards and resources, etc.) as well as university documentation of student work and other accreditation requirements. All students in initial certification programs who were admitted after spring of 2004 are required to use LiveText in their courses and to create their certification and degree exit portfolios using LiveText. If you teach a course that is required for any initial certification program, you need to have students submit at least one assignment using LiveText, and assess that lesson using a rubric on LiveText (necessary so data can be aggregated across sections, courses, and programs). This assignment should be the one most representative of the objectives of your course. If there is not an appropriate rubric already on LiveText, please create one with at least three levels of performance and give it to Gina or Karen Groves, who can get it uploaded. Here is additional information about LiveText.

* * * * *

LiveText News

Who is required to use LiveText?

All students entering an Initial Teacher Certification Program starting in the summer of 2004 will be required to create portfolios in LiveText. This includes:

- Elementary, middle, and secondary MAT Programs
- Alternative Certification Programs
- B.S. Degrees
- PE MAT
- Special Ed initial certification degrees

Students should be introduced to LiveText while taking the introductory courses of

- EDTP 502/602 (Exploring Teaching)
- EDTP 401/501 (General Methods)

How do students obtain LiveText?

CDs may be purchased in the ERTC for \$79.00, cash or check ONLY. Students should purchase the CD before attending an initial training session.

Discourage students from purchasing LiveText on the web. If students purchase on the web, they do not necessarily fall under the University of Louisville's agreement with LiveText. As part of our agreement with LiveText, student LiveText memberships are good for the time a student is in a teacher certification program plus an additional year beyond the KTIP year. According to the LiveText people, KTIP will be using LiveText.

Student Training for LiveText

Students must attend an initial training session. Initial training for students will typically be done outside of scheduled class time. The ERTC will try to schedule training times close to class times. If students do not attend an initial training session, then support the ERTC can provide will be limited. The ERTC will schedule open help times for students to receive additional assistance. We highly encourage students to come during these times, as the ERTC has scheduled an individual to be available for support. If a student asks for help outside of these times, the ERTC may be unable to accommodate their request due to staffing issues. Hours of open times will be posted on the web at <http://www.louisville.edu/edu/livetext/>

Faculty Training for LiveText

Please watch for an email regarding faculty training. There will be introduction to LiveText and advanced LiveText topics sessions for faculty in the fall.

How does this affect faculty and instructors?

Instructors and Faculty involved in teacher preparation programs must commit to utilizing LiveText in their course in some way. You can start off slowly, with just one assignment being integrated with LiveText. Students will be compiling electronic portfolios using LiveText, so consider starting with assignments that might serve as portfolio artifacts. Over time, as you and your students become comfortable, working with LiveText will become second nature.

* * * * *

LiveText is a web based system designed to aid in the development of portfolios, course assignments and standards aligned projects. LiveText will allow you, peers, and your instructors to collaborate on classroom assignments!

All that is needed is a membership (included with CD) and an internet connection.

Please note all initial teacher certification students beginning the program in the Summer 2004 will be required to develop an online portfolio through LiveText.

Your instructors in beginning courses will inform you of training times to get started with LiveText.

YOU MUST ATTEND AN INTIAL TRAINNG. If you want to go ahead and setup an account, please use your UL userid (example: jmsmit01) as your LiveText user name. **Remember the password and email account you associate with LiveText.** IF YOU FORGET THESE YOU MAY NOT BE ABLE TO COMPLETE ASSIGNMENTS IN A TIMELY FASHION. The CD provides a place to record this information.

Account Creation

Make sure you have your CD with key code #.

Go to <http://college.livetext.com>

Select [Click here to activate your account](#)

Select **College LiveText edu solutions**

Enter Key Code located on inside cover of CD (exactly as written)

A screen appears asking for the following information:

Use your UL user id for LiveText. If you do not know your user id, go to <https://hal.louisville.edu/primaryUserID/setupObtainPrimaryUserID.cfm>

(continued on next page)

Account Information

Personal Information

Key code: *

(from CD jacket)

First name: *

Last name: *

Email: *

Confirm email: *

Member Information

Username: *

(at least 4 chars)

Password: *

(at least 6 chars)

Confirm password: *

State: *

University: *

I agree to the [Terms of Service](#) *

Security Question **Tips**

Question: *

Answer Phrase: *

Hint:

* Required Information

Use your UL user id
If you don't know it go to
<https://hal.louisville.edu/primaryUserID/setup/ObtainPrimaryUserID.cfm>

Make sure to select Kentucky and the University of Louisville. If not, you will have trouble

General LiveText Tips

Use Internet Explorer, not other browsers

If you have difficulties logging in, check your cookie settings. You must accept LiveText cookies to use their website.

HOW TO SINGLE SPACE IN LIVETEXT TEXTBOXES

If you are in a text editing box within LiveText and you want to single space within the box, hold **shift + enter** alone will give you a double space.

HELP

If you are having difficulties, you have several options for help:

- Click on the help button in the upper right corner. This will link you to tutorials, references and trouble shooting tips. You may want to print out all or parts of the help manual located here.
- Check out the UL LiveText website for information <http://www.louisville.edu/edu/livetext/>
- Post your question or search for an answer on the UL LiveText discussion board <http://digger.louisville.edu/livetext/index.htm>
- Attend a LiveText open help session held in the ERTC. Refer to <http://www.louisville.edu/edu/livetext/>
- Click on the Contact us at support@livetext.com link that is on the lower right hand of the screen. A form pulls up for you to fill out and it sends an email to the support desk. This link also sends diagnostic information such as the page you are working on and what browser you are using.

STANDARDS ON LIVETEXT can be accessed through the Standards section of the lesson plan format. Here are the abbreviations for the standards sets you are most likely to use.

KY	State Core Content Standards Students in K-12 schools must meet these standards. UL Candidates must include these standards in preparation of items for teaching.
KY-ETS	Experienced Teacher Standards (for MAT candidates)
KY-NTS	New Teacher Standards (for BS candidates)
KY-UL	UofL Teacher Standard 11: Understanding the Complex Lives of Students and Adults in Schools and Society (for both MAT and BS candidates)
KY-IECE	Interdisciplinary Early Childhood Education
KY-KERA	Kentucky's Learning Goals And Academic Expectations
ULCF	University of Louisville Conceptual Framework Standards (developed for CEHD competencies)

* * * * *

**Steps to Create a Lesson Plan using Livetext® Software
Lesson Plan Format 2004-2005**

(Students will receive this handout and instruction at the LiveText training sessions.)

1. Log on to Livetext® at <http://college.livetext.com> For user ID, enter your UofL user ID (first initial, middle initial, first four letters of your last name, two digit number; example: Jane Pat Morris: jpmorr0x; the number depends on how many people duplicate your letter combination) and the password you use with your UofL userid. If you're not sure of your UofL userid, go to <https://hal.louisville.edu/primaryUserID/setupObtainPrimaryUserID.cfm>
2. Select **Lesson Plan** from the left side of the screen
3. Select **Create New ...** from the upper right side of the screen
4. Select **Lesson Plan** from the list of items by clicking on the circle, then select **NEXT** near the bottom of the page.
5. On the page that reads *Step 2 of 3: Enter Lesson Plan title and description*, type your title of your lesson plan in the **Title** box.
6. You may choose to enter a *description, subject, instruction time* and /or *grade*, but it is not required. Select **NEXT**.
7. On the page *Step 3 of 3* under the pull down bar adjacent to **USE THE FOLLOWING TEMPLATE**, select the UL - Lesson Plan Format (Adapted from KTIP).
8. Remove the check (√) from "**Include Resources**" box.
9. Select **Finish** in either the upper right corner or at the bottom of the page.
10. Select **Click here**.
11. Find the *Standards:* section and select **Edit** to the right.

12. Under the pull-down adjacent to *Standard Set*, select the appropriate set.

- KY State Core Content Standards
- KY-ETS Kentucky Experienced Teacher Standards (for MAT)
- KY-NTS Kentucky New Teacher Standards (for BS)
- KY-UL UL Standard 11: Complex Lives of Students and Adults in Schools and Society (for both MAT and BS)
- KY-IECE Interdisciplinary Early Childhood Education
- KY-KERA Kentucky's Learning Goals And Academic Expectations
- ULCF University of Louisville Conceptual Framework Standards (developed for CEHD competencies; address in syllabi)

13. If you selected the KY State Core Content Standards, then **Select** the appropriate content box under the *Subject(s)* heading.

14. Select the appropriate grade level adjacent to the **Grade** pull down (P-5) or (6-8)

15. Select **Find Now**.

16. Mark the appropriate standard(s) by (√)/selecting the box next to each, then select **Add Checked** and then **Finish**.

17. At each section of the lesson plan (Objectives/Goals and Activities, etc.) select **Edit**.

18. After reading the description, type your entry into the lesson plan. When finished, re-read the description to see that what you've entered fits the description. When you are sure you've fully addressed what is called for in that section, erase (highlight, then cut/delete) the description. Select **Save section**.

19. When all sections have been edited, select **Finish**.

20. Select **Share** at the top of the page.

21. Select the circle adjacent to **Shared**.

22. Select **Lookup names** under **Reviewers** (do not share as viewers, editors, or visitors at this time)

23. Type the instructor's name in the *Lookup Member Names* box then select **Lookup names**. **Select** the box beside the appropriate name and then select **Add checked**. NOTE: You can also share lesson plans with peers and others using LiveText who have agreed to review and comment about your work. Follow the same instructions, using their userid name.

24. The instructor's name should appear adjacent to **Reviewer**. Select **Finish** in the upper right corner. Your lesson won't be sent until you've done all of the above steps.

Verification of Submission

1. Return to the main page by selecting **My Desk** from the top right of screen
2. On the left hand side select **Reviews**, which is displayed under **Collaboration**. Under the *Sent for Review* section, you should see the *title*, *to*, and *sent for review* (which will say **pending** until the person reviews it).

Seeing Reviewed Work

1. On the **My Desk** page, on the left side under **Collaboration**, click **Review**.
2. Under the Sent for Review section, you should see all items you have sent out for review. If you see that an item has been reviewed, click on that item.
3. This should allow you to see your lesson plan, with any comments the person has included. There is space for comments at the top of each section of the plan.
4. If the instructor has used a rubric, you can see this also. Within the lesson plan that has been reviewed, click **Assessment** in the upper right area of the screen. A box will open with the rubric, with the assessed level of performance for each criterion indicated on the right side. Be sure to scroll to the bottom of the rubric, as there is a text box for additional comments there.

How to Review Lesson Plans (Students will send assignments to you for review. They can also send them to anyone with a LiveText account for (peer) review.)

1. On the **My Desk** page, on the left side under **Collaboration**, click on **Review**.
2. You should see a list of all items sent to you for your review, with the title, author, and date it was sent. Click on **review** to the right of the item you wish to review.
3. The lesson plan will open. At the top of each section, you'll see **Review** on the right side. If you wish to comment on that section, click **Review** and a text box will open. Type your comments in the box, then click **Save**. Your comments will appear in a green box above that section. Go on to the next section and repeat. . You can go back to revise your comments by clicking **edit** next to them, which will re-open the text box.

Assessing Lesson Plans

This will be addressed soon. See Gina Schack, Sherri Brown, or Karen Grove for directions on creating your own rubric for other assignments.

* * * * *

BlackBoard: BlackBoard is another web-based system that can support your teaching. You can include your syllabus and other course documents that students can read and/or download, create groups where students can communicate only with the people in their group, keep grades, post

announcements, and create course-relevant chat rooms. The university automatically creates a BlackBoard “shell” for each class you teach. You are not required to use it, and many people don’t, but it can be a useful support for your teaching. (Gina: I post things under course documents that I used to give as handouts.) If you are interested in learning more about this, contact Karen Grove, talk with other faculty who use it, and/or attend periodic BlackBoard training sessions offer by IT (the information technology group of the university).

Employee Information

Change of Address or Telephone Number: If you have a change of address, telephone number, or email address, please inform Kathy Woods and Susan Simpson immediately.

Parking: Information on parking regulations and permits may be obtained in the Public Safety Department. Blue (faculty) or green (staff) permits are required to park in marked areas on the main campus during the day. They do not guarantee a space. Red stickers, which guarantee you a particular space, may be available for additional cost. (If none are currently available, you can be put on a waiting list.) Students and part-time faculty sometimes park in the lot of DuPont Manual High School after school (2:40 or so), across the street from the College of Education and Human Development, but you should be aware that they occasionally close and lock the gates.

Mailbox: You have a mailbox in room 268. Please be sure to check it frequently. Items placed in the mailbox should be school related (example: grade rosters, class lists, evaluations, memos, and notes).

Course Evaluations: All full-time, part-time, and adjunct faculty are required to have students complete both the bubble-sheet and open-response official department course evaluations.

In distance education courses, the on-line evaluation will appear on the students’ BlackBoard home page and will be collected electronically. Please encourage them to complete these.

Instructors of all other courses will receive Course Evaluation Packets in your mailbox in room 268 toward the end of each semester.

1. Please, please, please read the direction sheet.
2. Ask a responsible class member to be in charge of delivering completed course evaluation packets to the T&L workroom (255). [Shelby Campus instructors should make arrangements with Renee Booker for return of evaluations.]
3. If the class you teach has special dates, contact Renee to get your evaluation forms early.
4. You may create your own feedback form, too. If you do, please have the class member in charge collect that separately, place it in a manila envelope labeled “Personal Course Feedback,” with your name, course name and number, and semester/year on the outside, and turn it in to Renee, along with the official evaluation forms. Renee will hold them for you until after grades have been submitted.

Appendix A

Code of Student Rights and Responsibilities

Section 1. Purpose

The Code of Student Rights and Responsibilities is set forth in writing in order to give students general notice of certain of their rights and responsibilities at the University of Louisville. Further rights and responsibilities of students are set forth in other University rules and policies, including the Code of Student Conduct, Residence Hall contracts, and academic unit bulletins. It is the students' responsibility to be aware of all University rules and policies; students should check with the office of the Assistant Vice President for Student Life and with their academic units if they have any questions about what these policies are.

The University is a public educational institution for adults rather than a custodial institution. Consistent with the role of the University to educate its students and to stimulate student autonomy and independence, University regulation and supervision of student life on and off campus is limited. The University does not assume responsibility and liability for the student conduct rest with the student as inherent attributes of his or her adult status, concurrently with the student's freedom of choice regarding his or her presence at the University and his or her own conduct and associations.

Section 2. Definition

- A. The term "academic dishonesty" means obtaining or seeking to obtain an unfair academic advantage for oneself or for any other student it includes lying, cheating, stealing, or engaging in otherwise dishonest conduct in the course of or related to any academic exercise.
- B. The term "academic exercise" means a test, quiz, examination, speech, presentation, paper, field or laboratory work, or any other academic activity on *which* a student is evaluated
- C. The term "group" means a number of persons who are associated with each other and who have not complied with the University requirements for recognition as an organization
- D. The term "organization" means a number of persons who are associated with each other and who have complied with the University requirements for recognition as an organization.
- E. The term "student" means any person taking courses at the University, either full or part time, pursuing undergraduate, graduate or extension studies on a regular quarter, semester, or summer-term basis.
- F. The term "student broadcast" means oral material published on a student operated radio or television station.
- G. The term "student press" means either a student publication or a student broadcast.
- H. The term "student publication" means written material published by a student organization.
- I. The term "teacher" means any person hired by the University to conduct classroom activities. In certain situations, a person may be both "student." and "teacher." Determination of the person's status in a particular situation shall be determined by the surrounding circumstances.
- J. The term "University" means the University of Louisville and, collectively, those responsible for its control and operation.

Section 4. Classroom Rights and Responsibilities

- A. A student shall be evaluated on demonstrated knowledge and academic performance, and not on the basis of personal or political beliefs or on the basis of race, color, notional origin, religion, sex, age, or handicap not affecting academic performance.
- B. A student has freedom of inquiry, of legitimate classroom discussion and of free expression of his or her opinion, subject to the teacher's responsibilities to maintain order and to complete the course requirements.

- C. A student is responsible for fulfilling the stated requirements of all courses in which he or she is enrolled.
- D. A student has the right:
 - 1. to be informed in reasonable detail at the first or second class meeting about the nature of the course and to expect the course to correspond generally to its description in the appropriate University catalogue or bulletin;
 - 2. to be informed in writing and in reasonable detail at the first or second class meeting of course requirements and assignments;
 - 3. to be informed in writing and in reasonable detail at the first or second class meeting of standards and methods used in evaluating the student's academic performance;
 - 4. to be informed in writing of any necessary changes in assignments, requirements, or methods of grading and reasons for changes.
- E. A student has the right to confidentiality in the student/teacher relationship regarding the student's personal or political beliefs, expressed in writing or in private conversation, shall not be made public without explicit permission of the student.
- F. Changes of violation of those classroom rights and responsibilities shall be handled through the appropriate academic unit level procedures.

Student Handbook, pages 50-51

Appendix B CLASS INCOMPLETE AGREEMENT

Student's Name: _____ Student ID: _____

Instructor: _____ Semester/Year: _____

Course Name & Number: _____

LIST COMPLETED WORK:

LIST INCOMPLETE WORK:

INSTRUCTOR SIGNATURE _____

Academic Policy - Making Up Incomplete: Students unable to complete course work because of conditions beyond their control, in particular because of severe illness or injuries, may be granted an "Incomplete" so that work may be completed. Instructors are required to demonstrate that the proper conditions were met for students receiving an Incomplete. Those conditions are:

1. The majority of the course work was completed by the end of the semester; AND
2. The performance in course work completed by the end of the semester met the published standards for a passing grade; AND
3. The final portion of the course work could not be completed for reasons beyond the student's control.

Students must honor instructors' requests for documentation of the extenuating circumstances. Students must complete the course work no later than the end of the next regular semester (by the next fall if the incomplete was given in a summer or spring semester). Failure to complete the work by the deadline will result in an automatic change of grade from "I" to "F" unless the Dean grants an extension. If the work is completed by the deadline, the instructor will submit a change of grade from "I" to the letter grade earned.

I have read and understand the policy stated above.

Student signature _____ Date _____

Appendix C

CEHD GUIDELINES FOR COMPUTER USAGE

Computers are a very important part of performing business inside the University. For this reason, you need to take an active role in maintaining and complying with the below listed guidelines.

PCs AND MACs ON THE NETWORK

PCs and MACs

- ↪ You should use Dewey for the storage of data files and documents. Dewey provides you with a personal folder, which is secure and backed-up, so that information is not lost during computer malfunction. In addition, Dewey provides a common drive that can be shared within a department or the school. *(Not applicable for adjunct faculty)*
- ↪ When browsing the Internet, use Internet Explorer, which is the preferred browser for the College of Education and Human Development. By doing this, you are less likely to encounter problems. Internet Explorer is preferred over Netscape Navigator
- ↪ You should have a GroupWise account, which is the preferred software application of the university. Other applications, such as Outlook or Outlook Express, are a target for e-mail viruses and will help to spread viruses.

PCs ONLY

- ↪ Be sure to log on to your Dewey account every day. Dewey is the College of Education and Human Development server. Dewey provides access to applications, network printing, helps to install software, and gives frequent updates on virus protection. *(not applicable for adjuncts)*
- ↪ Be aware that GroupWise is required if you plan to use PeopleSoft.
- ↪ Use NAL (Novell Application Launcher) when installing applications. This is the official way in which the university distributes software.
- ↪ Install current virus protection on your computer and continually keep it updated. The university is site-licensed for f-prot, which is free to install. This should be installed through NAL.

MACs ONLY

- ↪ Currently, the university does not have a site license for the virus protection software used with MACs. Therefore, you should purchase your own virus protection software for your MAC and continually keep it updated.

EMAIL

Remember: The University of Louisville states that email is a privilege, not a right, and can be revoked for misuse and abuse. It is intended for work purposes and you should adhere to the University's policy. The [Computer Account Usage Agreement](http://www.louisville.edu/it/dcs/sam/useagree.html) (University of Louisville computer agreement) can be accessed at <http://www.louisville.edu/it/dcs/sam/useagree.html>. The University states in this agreement that all computer users must agree to the following:

“I understand that misuse of the computing resources, abuse of the system, or other violation of this agreement, by myself, or by an individual to whom I have permitted use of the computer accounts, can result in loss of computing privileges, disciplinary action, and legal action.”

Read the entire Usage Agreement to ensure that you understand the terms for which you are responsible.

- ↪ Your email is mainly for business and professional purposes. Distributing chain email, spam, jokes or mass emailings is discouraged. This unnecessary usage increases network traffic and will result in slower email and Internet services for everyone.
- ↪ Establish a Preferred Email Address (PEA) for yourself. This address will be easier to remember and to distribute to others. The user selects a nickname in addition to his/her standard user ID. Nicknames are based on the user's name. For further information about establishing a PEA, go to <https://raven.louisville.edu/webmaint-bin/ldap/pea.pl>.
- ↪ Avoid having your password automatically saved on your computer. Keeping your password saved opens a security risk because someone else may easily gain access to your account. In addition, by not saving your password, you will be forced to remember your password.
- ↪ Do not open emails from people you do not know. There is no way to know what these emails may contain. By not opening these emails, you give yourself added virus protection and you can avoid being included on unwanted list-serves.
- ↪ Subscribing to non-work related list-serves and using email to order personal items from the Internet are both prohibited according to the University's Computer Account User Agreement. Doing these activities increases network traffic, encourages the presence of advertisers, and tempts users into making purchases.
- ↪ Avoid distributing bogus information, 95% of which are hoax e-mails. These emails quickly replicate themselves, which increases network traffic. Be sure to check these emails for validity. If an email is not from the university, it should be verified through your College of Education and Human Development Technical Support Staff.

SOFTWARE AND DOWNLOADING

- ↪ Read all licensing agreements and installation directions before installing software on a University machine. Some software agreements may offer a free trial period and then automatically bind you when this time expires. You would then be expected to pay for the services. If you are not aware of this, you may use the software after the trial period without knowing you are required to pay for it. You could then be charged with copyright law violation, which is punishable by severe fines.
- ↪ Check with Technical Support Staff that software you are loading has valid licensing and will not cause problems with your computer.
- ↪ Only load needed software that is covered by University licensing. The College of Education and Human Development has purchased a site-license for certain software applications. These products may be installed on any University computer in the College of Education and Human Development.

The following software is included:

- ✓ Microsoft Operating Systems (Windows 95 / 98 / ME, Windows NT/2000)
- ✓ Microsoft Office Suite (Includes Word, Excel, Access and PowerPoint)
- ✓ Microsoft Office 98 / 2001 is available for MACs
- ✓ Microsoft FrontPage and Microsoft Publisher
- ✓ Web browsers (Internet Explorer-preferred and Netscape-discouraged)
- ✓ Novell Client 32 login (for access to LAN server and other network applications)
- ✓ NAL (Novell Application Launcher), for PCs only
- ✓ GroupWise (encouraged email)

- ✓ University Supported Virus Protection (currently f-prot), only available for PCs. MAC users must purchase their own virus protection software.
- ↔ Avoid installing or downloading unlicensed or unstable software on your computer. Before downloading installation software from the Internet, consult with your Technical Support Staff. Examples of software to avoid:
 - ✓ Instant Messaging and Chat software
 - ✓ Evaluation software (WinZip and pk zip have 30 day evaluation license and then it is illegal) We have an alternative.
 - ✓ Screensavers
 - ✓ Games
 - ✓ AOL products
 - ✓ Personal Programs like After dark screen savers or Quicken
 - ✓ Napster and MP3 files.
- ↔ Streaming audio or video for non-work related purposes takes up network bandwidth. As users begin doing this, the performance of the network deteriorates and everyone suffers.
- ↔ Do not order new computers without checking to see if it will function on the university network. Whenever you plan to purchase a computer, verify with the your Technical Support Staff that it will be configured to work on the College of Education and Human Development network and that it will provide you with optimal performance for your needs.

COMPUTER INVENTORY ACCOUNTABILITY

- ↔ Computers purchased with University funds are the property of the University of Louisville. This includes purchases made through grants and incentive funds. They are not personal property. Therefore, users must abide by the university's computer usage guidelines.
- ↔ All computers must be inventoried. This is done by providing written documentation of the following:
 - ✓ The individual in possession of the computer
 - ✓ The location of the computer
 - ✓ The individual who is responsible for the computer
- ↔ To ensure accountability of computers, the following guidelines will be enforced:
 - ✓ Any computer which has a UofL property ID# tag, must be tracked as an inventory item.
 - ✓ All full-time faculty and full-time staff may be allowed to take university computers home for work-related usage if approved by department chair and Assistant Dean. Any university property that is going home must be recorded in written documentation. You will need the department chair to approve and sign-off on all requests and then file this with the Assistant Dean, Don Carson.
 - ✓ All part-time faculty, part-time staff, graduate assistants, and student workers are NOT allowed to take personal university computers home.
 - ✓ All university laptop/portable computers that are being used at UofL or at home need to be accounted for and properly inventoried. Written documentation must be filed which includes a statement about WHY the computer is being used.
 - ✓ Any computer that is going home with a faculty or staff member is intended to be primarily used for work-related purposes.

Software Compliance

© Understanding the Copyright Act

The U.S. Copyright Act, title 17 of the US Code, automatically protects software from the moment of its creation and fixation in tangible form. Except for the rights to (i) copy the software onto a single computer and (ii) make "another copy for archival purposes only," which are provided for in the act (Section 117), any other use without the permission of the copyright owner is prohibited.

The Act goes on to state that "anyone who violates any of the exclusive rights of the copyright owner. . . is an infringer of the copyrighted work" (Section 501) and proceeds to list several penalties for this infringement, which include liability for damages suffered by the copyright owner plus any profits of the infringer that are attributable to the copying, or statutory damages of up to US\$100,000 for each work infringed. The unauthorized duplication of software is also a federal crime if done "willfully and for purposes of commercial advantage or private financial gain," and criminal penalties include fines of as much as US\$250,000 and jail terms of up to five (5) years.

What is software piracy?

Software piracy is the unauthorized copying, reproduction, use, or manufacture of software product(s) protected by U.S. and international copyright law. On average, for every authorized copy of computer software in use, at least one unauthorized or "pirated" copy is made. In some countries, up to 99 unauthorized copies are made for every authorized copy in use. Software piracy harms all software companies and ultimately you, the end user. Piracy results in higher prices for duly licensed users, reduced levels of support, and delays in the funding and development of new products, causing the overall selection and quality of software to suffer.

Piracy harms all software publishers, regardless of their size. Software publishers spend years developing software for the public to use. A portion of every dollar spent in purchasing original software is funneled back into research and development so that better, more advanced software products can be produced. When you purchase pirated software, your money goes directly into the pockets of software pirates instead.

Software piracy also harms the local and national economies. Fewer legitimate software sales result in lost tax revenue and decreased employment. Software piracy greatly hinders the development of local software communities. If software publishers cannot sell their products in the legitimate market, they have no incentive to continue developing programs. Many software publishers simply won't enter markets where the piracy rates are too high, because they will not be able to recover their development costs.

What are the different types of software piracy?

There are five basic forms of software piracy, and all are damaging both to the software publisher and to you, the end user. The five basic types of piracy are:

Softlifting: This form of piracy occurs when extra copies of a program are made within an organization for employees to use. Swapping disks among friends and associates is also included in this category.

Hard-Disk Loading: Some computer dealers load unauthorized copies of software onto the hard disks of the computers they offer for sale, as an incentive for an end user to purchase a computer from that particular dealer.

Counterfeiting: This is the illegal duplication and sale of copyrighted software, often in a form designed to make the product appear legitimate. Software counterfeiting can be very sophisticated, including significant efforts to replicate packaging, logos, and anti-counterfeiting techniques such as holograms. It can also be unsophisticated, consisting of inferior or hand-written labels, with disks folded into a plastic bag and sold on street corners. In any form, software counterfeiting is very damaging to both the software developer and legitimate end users.

Bulletin Board (BBS) Piracy: This form of piracy occurs when users connected via a modem to a public, semi-private electronic bulletin board or the Internet download copyrighted software. This should not be confused with sharing public-domain software or providing "shareware." Shareware is software that may or may not be copyrighted but is generally offered for little or no charge by the author for nearly unrestricted use, including copying or sharing with others.

Software Rental: This is where software is illegally "rented" to end users who, typically, permanently copy the "rented" software onto their computer's hard disk and then return the copy to the renter. There are three types of software rental piracy: product rented from a retail outlet for use on the renter's home or office computer; product rented through mail order "clubs"; and products installed on computers which are in turn rented for temporary use. However, in some cases, a publisher may authorize a company to rent or lease computers on which their products are installed. In those cases, the company is required, as part of the rental or lease agreement, to have the renter agree to the terms of the end-user license agreement for the software.

OEM Unbundling: This is a situation where software that came bundled with a specific system is removed and loaded on another system. In general bundled software cannot be transferred between systems.

Appendix D

Teaching and Learning Department Contact Information

Person	Phone*/ Office	Email	For:
Renee Booker	852-6432 Rm. 255	srbook01@gwise.louisville.edu	Course evaluations
Sue Eberhardt	852- Rm. 201	sue.eberhardt@louisville.edu	Distance education technical questions
Paula Gordon	852-6431 Rm. 255	phgord01@gwise.louisville.edu	Alternate class meeting location; course syllabi
Karen Grove	Rm. 270	karen.grove@louisville.edu	LIVETEXT assistance
Karen Karp	852-1654 Rm. 253A	karen@louisville.edu	Department Chair
Glenna Mills	852-6421 Rm. 158A	g0mill01@gwise.louisville.edu	Secretary on the first floor, familiar with Special Education
Linda Mulligan	852-6438 Rm. 201	linda.mulligan@louisville.edu	ERTC equipment, computer labs
Gina Schack	852-0581 Rm. 237	gina.schack@louisville.edu	Ass't. Chair – any questions
Susan Simpson	852-6539 Rm. 268	susan@louisville.edu	Alternate class meeting location; assistance with posting grades; registration questions
Kathy Woods	852-0571 Rm. 253	kat@louisville.edu	Employment, pay

- When calling from an on-campus phone, only dial the last four numbers

Appendix E

Portfolio Guidelines

Students earning teacher certification, degrees, and Rank I are required to present as their exit requirement a portfolio that demonstrates their mastery of the professional standards appropriate to their certification or degree. Students starting in the summer of 2004 must create and share their portfolios electronically, using LiveText. The student's advisor is the person responsible for guiding the development of the portfolio and assessing it at the mid-point and exit assessments. Around the third week of each semester, we hold a portfolio information meeting that students are encouraged to attend early in their programs. (This semester it is Friday, Sept. 10, 2004, at 4:45 p.m. in Room 116.) Information about portfolio requirements, guidelines, assessment, etc. is available at www.louisville.edu/edu . Under "Current Students" click on Portfolio in the drop down box.

More information will be added later about this.